

Parental Rights & Early Intervention Resources

To help students with disabilities

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Working with Families of
Children with Disabilities**

Goals and Objectives

1. Parents will be able to understand their rights according to the IDEA 2004 law regarding Early Intervention and Special Education.
2. Parents will learn how to utilize community and school resources regarding Early Intervention that are available to them within their school district and city.



Parent's Rights



- The latest changes to Education Laws have increased the rights of parents.
- Parental involvement is important to a child's success in school.
- Parent's involvement in developing their child's Individual Education Plan is a key part of helping students' with disabilities

Legal Matters:

IDEA 2004:

"The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B." (<http://idea.ed.gov/>)

6 Main Parts to IDEA 2004

1. Parents are essential partners in their child's education
 - shared decision rights
 - protected through due process
2. Child Find & Zero Reject
 - School personnel must locate, identify & evaluate children suspected of disabilities
 - All identified students must be offered Special Education services (Birth - 21 years)
3. Appropriate Evaluation
 - Valid evaluations must be conducted to determine if Special Education services are needed
4. 3 - 21 year old students with disabilities will have access to a free appropriate education
 - At public expense & supervision
 - Meet State educational standards
 - Provided consistent with student's IEP
5. Least Restrictive Environment
 - Assumes the General Education Classroom is the most appropriate, unless determined not to be
6. Individualized Education Program
 - Legal document that describes a student's special education program for 1 year (IFSP for 0-3).

No Child Left Behind (NCLB)

Focus on ALL students and includes 5 major principles

1. Increased accountability
2. Increased parental choice
3. More flexibility for use of public funds
4. Strong emphasis on scientifically based instructional methods
5. Highly qualified teachers and paraprofessionals

**Major focus is positive achievement outcomes for
ALL students with disabilities**

Protects parent's rights through Right to Know:

- quality of education child is receiving
- teacher and paraprofessional qualifications
- when child has an unqualified substitute for more than 4 weeks
- quality of school and districts

NCLB Waiver for NJ

- NJ (and 10 other states) has been granted a waiver from some of the NCLB provisions
- Teacher Evaluation pilot program and focus on priority schools were used to show the NJ is committed to school reform
- To obtain waiver, NJ had to agree to implement college and career-ready standards and comprehensive evaluation systems for principals and teachers
- Waiver will expire when NCLB is reauthorized

Family Educational Rights & Privacy Act

- Ensures that parents have access to their child's records (report cards, discipline records, transcripts, schedules, etc.)
- Protects privacy rights by limiting access to records without parental consent
- Provides for amendment and destruction of records

Discussion

Questions and Comments
on
Special Education Law



Community Resources Special Education



Vineland's Goals

- **To ensure that all children with disabilities residing in Vineland have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for continuing education, employment and independent living.**
- **To ensure that the rights of children with disabilities and their parents are protected.**
- **To ensure that qualified students with disabilities are provided access to all of the activities and programs available to them.**





Community Resources Special Education



The Vineland School District is committed to identifying, evaluating, and extending to every qualified student with a disability, a free appropriate public education, including modifications, accommodations, specialized instruction or related aids and services.



Community Resources

Importance of Early Intervention

- **Identifying learning disabilities early will help children receive the support they need for a successful futures in and out of school.**
- **Understanding and knowing the warning signs that put young children at risk for learning disabilities and normal developmental stages will help with early diagnosis and intervention.**





Community Resources Early Intervention



1. CHILD IDENTIFICATION PROCEDURES (BIRTH – 21)

Policy #1: All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A-14-3.3.

The school district actively seeks to locate and identify children from birth to age 5 through the Early Childhood Child Study Teams.



Community Resources Early Intervention



The Child Study Team will determine eligibility for preschool special education and related services. If the child is eligible, the Vineland Public Schools will work with the Early Intervention Program in the implementation of a transition plan to the Public Schools. The transition plan will be carried out **90 days** before the child turns **3 years of age**.

For children under the age of three who are suspected of having a disability and may be eligible for early intervention services, the school district refers the parent to Early Intervention Services (856-696-1035).



Community Resources

Early Intervention



- The IMPACT and Early Childhood CSTs will contact private day care facilities and preschools, within the county, twice a year to determine if there are any children enrolled who show cognitive, language and/or motor delays, whose parents reside in the Vineland School District.

Discussion

Questions and Comments
about Early Intervention



Community Resources Special Education

- Referrals of children (3-21), **not presently enrolled in a school**, can be made by contacting the Special Education Department in writing.
- Within 20 days of the referral, the Child Study Team meets with the teacher and parent of the child to determine if formalized testing is needed.
- If testing is needed, an evaluation plan will be developed describing what evaluations will be completed and who will complete them. The evaluation process must be completed within **90 days**.



Community Resources Special Education



Process – Children over age three in Vineland, NJ

The parental request for assistance is made directly to the IMPACT office (856-691-4467).

Community Resources

Intervention into Preschool

Policy #8: Children with disabilities in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter experience a smooth transition and that an individualized education program has been developed and is being implemented according to N.J.A.C. 6A:14-3.3(e).

Community Resources Intervention into Preschool

A member of IMPACT or the Early Childhood Team will facilitate the transition from early intervention to preschool. The team participates in the preschool transition planning conference set up by the Early Intervention Program. The Child Study Team member will make monthly contact to a representative from the Department of Health and Senior Services.



Community Resources

Intervention into Preschool

- Parents or other referring agencies may contact the IMPACT or Early Childhood Team: (856-691-4467) or the office of Special Education: (856-794-6700 X 2304).
- If the referral is made to the CST, the CST will fax a copy of the referral to the secretary of the Director of Special Education on the same day as the referral is received.



Community Resources Preschool



Preschool Registration

Vineland Public Schools offers preschool programs to all eligible three- and four-year-olds and registration for the 2012-2013 school year began on March 26, 2012.

Parents may pick up registration packets and make an appointment at the VBOE Registration Department located at 17 West Landis Avenue Vineland,NJ.

Eligibility is based on:

- **Parent or guardian being a resident of Vineland, NJ**
- **Child being three or four on or before October 1.**



Community Resources Preschool



Preschool Information:

- <http://www.vineland.org/vps.htm> For more information on the preschool program, contact Nancee Bleistine, Principal (856) -794-6700 Ext. 6604



Community Resources Head Start



Head Start is an affordable, full-year, full-day child care for children ages 0-5. Head Start is located throughout Cumberland, Gloucester, Salem, and Mercer counties. Services may be free to eligible families and transportation is available at many sites.

VINELAND II HEAD START
237 W. CHESTNUT ST
VINELAND, NJ 08360
(856)692-7239 fax 692-0502
Fran Wolf

VINELAND III HEAD START.
116 ELMER ST
VINELAND, NJ 08360
(856)691-5838 fax 691-5925
Lorraine Williams





Community Resources IMPACT



- **IMPACT offers a Child Care Program that is licensed by the NJ Department of Human Services and accredited by the National Association for the Education of Young Children. The facility provides quality care for infants from 6 weeks old to preschoolers up to age 6.**
- **For information, contact Michele Brown, Operations Assistant at (856)-794-6700 ext 6656 or Cheryl Rogers, Child Care Director at (856)-794-6700 ext 6657.**



Community Resources IMPACT



IMPACT was created to ensure a safe, creative, and caring environment that promotes self-esteem, sound character, responsibility and respect for diversity. Through their mission, IMPACT hopes to enable students to become knowledgeable, skillful, and life-long learners who are contributing citizens to society.



Discussion

Questions and Comments

Petway Parent Links

<http://petwayparentlinks.wikispaces.com/>



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